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ABSTRACT

This booklet describes programs designed to offer a comprehensive system to improve Florida's work force. Through these programs, students and workers in Florida are prepared to enter the labor force, attend technical training programs, enroll in other postsecondary programs, or upgrade their skills on the job. The following are discussed: the Florida job market and projected demand occupations, the economic value of education, Blueprint 2000, the foundation for preparing students to enter the work force and continue their education, core vocational programs, Florida's gold seal endorsement and scholarship program, the tech prep curriculum, centers of emphasis (agricultural, automotive, electronic, and health occupations education), apprenticeships programs, the LEE program (Linking Education and Employment), workplace education programs, General Educational Development programs and the school-to-work transition, Florida's school-to-work continuum, and initiatives and expansions for the future. Contains 18 references. (KC)

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INVESTING IN FLORIDA'S ECONOMY

ED 361 509

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Florida has experienced tremendous growth over the last decade. The number of jobs increased by 42 percent between 1980 and 1988—even beyond the growth rate for the state's population. In fact, ***Florida ranked number one in the nation*** in job growth during that period.

Because of this phenomenal growth, developing and maintaining a skilled workforce is more critical today than ever before. Florida is moving forward to a new level of economic development focused on attracting and keeping businesses that generate high-quality jobs. Through the efforts of partnerships between education and business, Florida has developed a variety of programs designed to provide a bridge between school and the workplace.

Investing in Florida's Economy: Florida's School-to-Work Continuum will acquaint you with programs designed to offer a comprehensive system to improve Florida's workforce. Through these programs, students and workers in Florida are prepared to enter the workforce, attend technical training programs, enroll in other post-secondary programs, or upgrade their skills on the job.

"We must broaden the focus of our educational system so that ALL of our citizens are equipped with the skills to compete in tomorrow's economy. Florida's future depends on this investment in its people.—*Florida Education Commissioner Betty Castor*

THE NEED TO INVEST IN ED

Supply and Demand

Between 1970 and 1990, Florida's population grew by 90.5 percent, compared to a 22.3 percent growth rate for the nation, making it the fastest-growing of the ten most populous states. By the year 2000, Florida's population is projected to reach almost 16,000,000, which will include about 700,000 public school students in grades 9-12. This represents a 38 percent increase over the number of students enrolled in 1990. What will the job market be like when these students become part of the workforce?

The Job Market

- **From 1980 to 1988, jobs in Florida increased 42 percent making it first in the nation in job growth***
- **Projecting through 1995, for every new job created for a computer programmer, Florida will generate 13 jobs for clerks***
- **If we follow the practices of the 1980s, Florida will continue to develop two workforces—one fed by college graduates and the other by dropouts***
- **Of all the jobs generated in the U.S. between 1984 and 2000, more than 50 percent will require some postsecondary education****

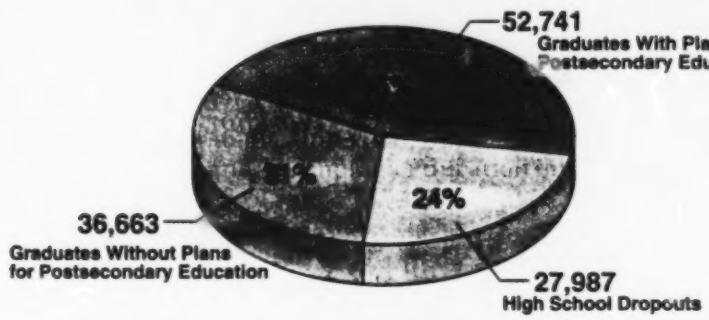
**Hodgkinson, October 1992*
***Bureau of Labor Statistics, 1989*

"It is vital that Florida begins to construct a job-creating agenda including a larger number of jobs that pay well.... Business and computer services, finance and real estate, computer and health services, are all promising areas for increased job growth in Florida and for a growing middle class."—Hodgkinson, 1992

Let's examine the plans of our students who are leaving Florida's high schools, both graduates and dropouts.

Workforce Supply: Students Leaving High School

Fiscal Year 1991



Total Students - 117,391

Source: Florida Division of Public Schools

Of the 117, 391 students who left Florida's high schools in 1991, 45 percent of the graduates had plans to pursue postsecondary education.

The remaining 55 percent included graduates with no plans for postsecondary education, many of whom would enter the workforce, and those that dropped out. For Florida to attain the skilled workforce that is so critical to its future, it is imperative that this "economically at-risk" group is provided with educational options. These options must provide relevance between what students are learning in school and the skills they will need for employment. The options must also stress the economic value of education.

THE ECONOMIC VALUE OF EDUCATION

Florida's economic development initiatives center around increasing both the state's and individuals' prosperity through more satisfying and better-paying job opportunities. Exciting and relevant programs linking school and the workplace can encourage more students to stay in high school, go on to postsecondary education, and graduate with applicable skills they can use in the workplace.

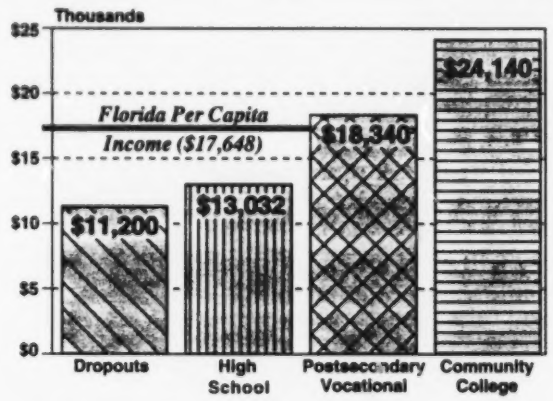
"If the number of dropouts is unchanged before the year 2000, the cost will be at least $22 billion in lost revenue, welfare, unemployment, and crime."—*Workforce 2000 Select Committee*

The more education individuals have attained, the greater their earning potential.

Economic Value of Education

Annual Wages

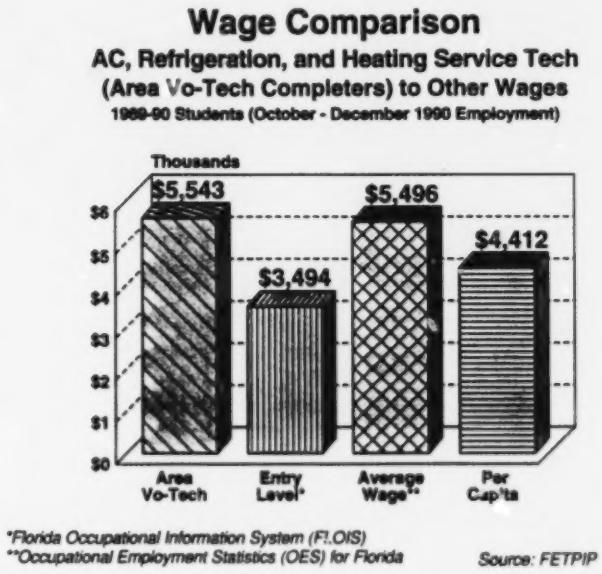
Based on FETPIP* Quarterly Earnings Data for October - December 1991



* *Florida Education Training Placement Information Program (FETPIP)*

To provide Florida with a supply of well-trained workers to meet the demand of the future, it is imperative that we utilize the potential of all students—not only those pursuing a college degree. For those students ***not*** going on to college, vocational-technical training may be the answer.

The following graph shows one example of the wages earned by those completing a specific vocational program.

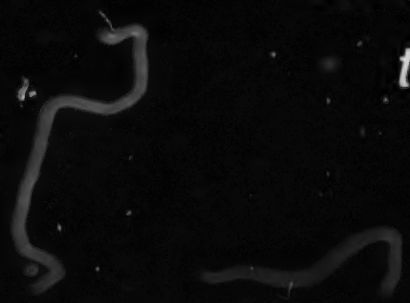


Area vocational-technical completers earned more in this occupation program area than the Florida per capita income of *all* occupations. Still more significantly, those individuals earned even more than the ***average wage for that occupation,*** which includes those wage earners who have been employed in the occupation for years.

Education has an immediate and direct effect on our economy.

Florida's Division of Vocational, Adult, and Community Education (DVACE) recognizes the correlation between educational and skills training and personal and state economic growth. In preparing for a more stable statewide economic base, DVACE has embarked upon the challenge of uniting the needs of business with the training capabilities of education. In cooperative efforts between education, business and industry, and the community, Florida is developing innovative initiatives to reform vocational education.

Florida is responding to t
first-class workforce
range of progra
transition bet
and the



The Challenge

Attract students to tomorrow's occupations, teach them to use technology and to work in teams to solve problems and make learning relevant to the world of work.

Develop and update technical training programs which establish a sound foundation for the changing workplace.

Broaden the sphere of students receiving financial assistance for postsecondary education.

Establish programs in high value added occupations which provide a clear path of studies from secondary to postsecondary programs.

Stay on the cutting edge in the use of applied technology in high demand occupations.

Give students an opportunity for a natural transition from school to the workplace.

Retrieve students who have dropped out, let them earn while they learn, and make their studies relevant to their employment.

Increase the skills of those individuals who are already in the workplace by bringing educational programs to them and involving employers in their education.

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Florida's Response

Blueprint for Career Preparation

Core Vocational Programs

Gold Seal

Tech Prep

Centers of Emphasis

Apprenticeship

LEE

Workplace Education

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BLUEPRINT FOR CAREE

LAYING THE FOUNDATION

Just as a builder needs a blueprint before beginning construction, an enterprise as massive as education in Florida needs a unified vision of where it is heading. The ***Blueprint for Career Preparation*** has provided that vision for the future by addressing the gap between emerging job requirements and the ability of Florida's workforce to meet them.

Now in its fifth year, the ***Blueprint for Career Preparation*** provides more than 200,000 of Florida's students with building blocks for success from pre-K through postsecondary levels—and that number is increasing each year. These building blocks support student preparation for and articulation to workplaces, vocational-technical opportunities, and colleges or universities. The ***Blueprint for Career Preparation*** has increasingly broadened its scope by assimilating the concepts and recommendations of Florida's response to national school reform and accountability, ***Blueprint 2000***.

Blueprint 2000 provides clear guidelines for accountability and for returning the responsibility for education to those closest to the students—the schools, teachers, and parents.

BLUEPRINT 2000 GOALS

- **Readiness to Start School** - prepare children and families for children's success in school
- **Graduation Rate and Readiness for Postsecondary Education and Employment** - prepare students to graduate and enter the workforce or postsecondary education
- **Student Performance** - prepare students to make well-reasoned, thoughtful, and healthy lifelong decisions
- **Learning Environment** - provide an environment that is drug-free and protects students' health, safety, and civil rights
- **Teachers and Staff** - ensure professional teachers and staff
- **Adult Literacy** - provide adult Floridians with literacy and knowledge and skills needed to compete in a global economy

Preparing graduates to successfully enter the workforce **and** continue their education is an integral part of the school improvement and accountability process and is the driving force behind the ***Blueprint for Career Preparation***.

PREPARATION

Under the Blueprint for Career Preparation, career development skills begin in kindergarten or before and continue through adulthood.

1 **Self and career awareness - grades K-5:** Students participate in an instructional program that infuses self-, career-, and technology-awareness activities into the classroom.

2 **Personal assessment and technological literacy - Grade 6:** Students participate in a program of personal assessment and instruction in technological literacy.

3 **Career orientation, exploration, and planning - Grades 7-8:** Students learn about the wide variety of careers available through an array of experiences. They identify goals to strive for, and although goals may be modified as students' interests and aptitudes change, students begin to plan for their future. In 8th grade, with support from parents, teachers, and guidance personnel, students develop a four-year educational plan for high school designed for annual review and revision.

4 **Academic and specialized skill development - Grades 9-12:** Students complete high school with adequate preparation to pursue postsecondary education and to enter the workforce or military service. Applied learning strategies (hands-on, application-based experiences) enable students to learn language arts skills, mathematical concepts, and scientific theories and techniques while completing occupational tasks. Applied learning helps strengthen basic skills ... both academic and vocational courses.

5 **Skill development and career advancement - Postsecondary Education:** Students have the opportunity to participate in postsecondary education programs that enable them to successfully enter the world of work, maintain competence in current employment, advance within their occupational fields, or change occupations.

6 **Partnership building and information sharing - K-Community:** Educators and learners at all levels intensify efforts to share information and enhance partnerships with parents and the business community.

"The greatest thing about the Blueprint is the awareness it has created among students of the potential they have to pursue a wide variety of careers. It helps them set goals and strengthen their skills so they can be the best that they can be."—*a teacher, John F. Kennedy Jr. High School*

Blueprint schools are laboratories for the future of education in Florida.

The ***Blueprint for Career Preparation*** involves school restructuring pilots within and among "feeder" elementary, middle, secondary, and postsecondary institutions. Restructuring results in school-based planning and decision making, modifying curriculum, utilizing applied teaching strategies, integrating academic and vocational education, emphasizing technology education, and structuring career and educational planning.

Grade level objectives include increased student performance, enhanced self-esteem and career awareness, improved interpersonal and employability skills, more challenging programs of study, and more effective articulation of curriculum.

Blueprint 2000 forms an umbrella which includes the ***Blueprint for Career Preparation*** as a major component. Pilot districts serve as models for successful practices which provide useful strategies to schools developing School Improvement Plans. The measurable outcomes of ***Blueprint for Career Preparation*** schools become important benchmarks for educational accountability.

The future of the ***Blueprint for Career Preparation*** will build on its successes. It will focus on activities which have demonstrated a positive impact on student performance, leading to success in the workplace and in postsecondary education.

"Before I entered the applied curriculum, I didn't see any point in being in class. Now I have teachers who show the students how they can use what they learn in school when they enter the world of business. Besides, they make learning fun."—*a student, Lake Gibson High School*

Those implementing ***Blueprint for Career Preparation*** strategies will continue to work on the following areas:

- Expansion
  - Foster exchange of ideas
  - Encourage districts to assist other districts
  - Encourage teachers to train other teachers
  - Increase apprenticeship, career magnet and academy schools, and tech prep programs
  - Increase enrollment in high-level math and science courses
- Curriculum Revision
  - Use applied strategies in existing academic courses
  - Continue to expand Technology Education in elementary, middle, and high schools
- Staff Development
  - Integrate academic and vocational course work
  - Foster applied curriculum programs
  - Provide training in use of technology
  - Explore alternative assessment and creative scheduling
  - Examine teaching and learning styles
  - Develop strategies for using student career and education planning systems

*Preparing students to successfully enter the workforce **and** continue their education is the driving force behind the Blueprint for Career Preparation.*

CORE VOCATIONAL PROG

Developing Skills

Concerns of America's economic decline and erosion of its global competitive edge prompted the U.S. Secretary of Labor to initiate one of the most comprehensive studies of American businesses ever conducted. Resulting from this study was the ***Secretary's Commission on Achieving Necessary Skills (SCANS)*** report, which defines the skills needed for employment, proposes acceptable levels of proficiencies, and the ways to assess them. The ***SCANS*** report outlines five competencies and a three-part foundation of skills and personal qualities needed for a solid job performance.

Competencies - effective workers can productively use:

- *Resources*: identifies, organizes, plans, and allocates resources
- *Interpersonal Skills*: works with others
- *Information*: acquires and uses information
- *Systems*: understands complex inter-relationships
- *Technology*: works with a variety of technologies

The Foundation - competence requires:

- *Basic Skills*: reads, writes, performs arithmetic and mathematical operations, listens, and speaks
- *Thinking Skills*: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
- *Personal Qualities*: displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

In keeping with this national initiative and Florida's commitment to educational reform, the Division of Vocational, Adult, and Community Education (DVACE) is updating and modernizing its eight core vocational program areas. With help from business and industry representatives, the curriculum and the delivery of services are being restructured to include core competencies of related occupations.

Each of the following program areas is using the ***SCANS*** recommendations to help develop and implement more relevant skills-training programs.

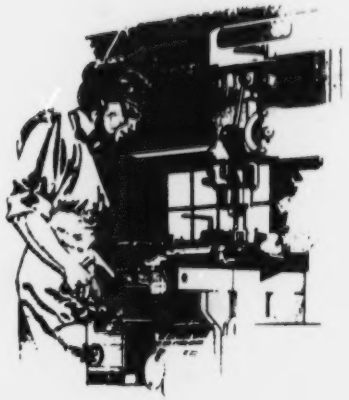
Agribusiness and Natural Resources—Focuses on the technology, business, and production aspects of agriculture and natural resources

Business—Prepares students for employment in such areas as data/word processing, accounting, management and personnel, and administrative support occupations

Health—Prepares individuals to be safe, effective health care providers and auxiliary health care personnel. These individuals serve in a variety of settings including medical offices, hospitals, nursing homes, state institutions, rehabilitation centers, and private homes.

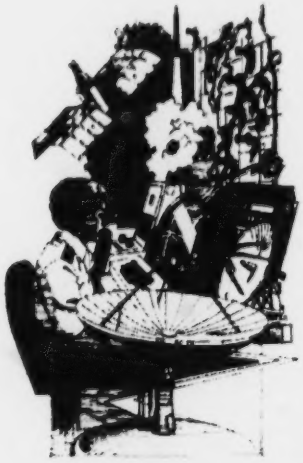
Home Economics Education— Includes Consumer and Homemaking and prepares individuals for the occupation of homemaker. It focuses on strengthening families, preparing for home economics occupations, and balancing family and work.

Industrial— Emphasis is placed on the application of scientific principles and theories to the world of work, focusing on the processes of industry using tools, machines, and advanced technology.



Marketing—Provides multiple instructional programs that prepare potential employees with the competencies needed to pursue the varying fields of marketing, to include merchandising and management.

Public Service—Trains students for public service occupations including law enforcement, firefighting, legal assistanting, and environmental science technology



Technology Education—Provides action-based experiences to enable K-12 students to develop problem-solving and critical thinking skills. Key elements students experience include finding and using information, identifying resources, and working with systems. Students experience a variety of technologies related to innovation and the extension of human capabilities.

* ***Special Needs***—Emphasis is placed on the recruitment of members of disadvantaged populations into the eight program areas.

Academic and vocational educators throughout Florida have been working together to provide a rich and effective educational program for all students. By being exposed to an integration of programs and methodologies, students will continue to see the relationship of school to work and will, therefore, be on their way to more rewarding careers and more productive lives.

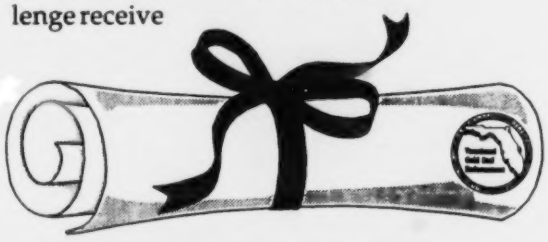
FLORIDA'S GOLD SEAL E
AND SCHOLARSHIP PRO

Making A Difference

As business and industry become more technology-based, school systems are faced with a unique balancing act. On the one hand, students should be prepared to enter the world of work by the time high school is completed. This preparation can be assured if students are offered hands-on technical training in a promising occupational area. At the same time, students need academic preparation that will enable them to go on for advanced training and education.

School districts in Florida may award the Gold Seal Endorsement to graduating seniors who have at least a 3.0 overall unweighted Grade Point Average (GPA) and a 3.5 unweighted vocational GPA. The Gold Seal candidate must also complete a vocational job preparatory program, successfully pass a written and performance test of job skills, and demonstrate mastery of basic and employability skills.

Students who meet this challenge receive



a gold seal affixed to their diploma, a certificate of achievement, a medallion, and are eligible to apply for the Gold Seal Scholarship. This scholarship, up to $2,000 per year for four years, may be used at any accredited postsecondary public or private community college, university, or technical school in Florida.

Through its Gold Seal initiative, Florida can assure itself a better-prepared high school graduate, can attract the best students to Florida's post-secondary schools, and can provide a quality workforce for the next century.

DORSEMENT RAM

The Gold Seal Endorsement Program provides an incentive and a means for vocational education students to continue their education. From Florida's senior class of 1992, 2,075 students received the Vocational Gold Seal Endorsement scholarship.

As a result of the Gold Seal initiative, new relationships are growing between vocational educators and guidance counselors. District-wide committees are bringing together high school counselors and vocational personnel to coordinate and implement the Gold Seal program. Counselors are designing three- and four-year programs of study for ninth and tenth graders to ensure that they take the appropriate courses to meet Gold Seal requirements.

Florida's Gold Seal Endorsement Program encourages a balance of vocational and academic excellence. It rewards students who obtain technical skills that are relevant to today's workplace while mastering academic competencies that are prerequisites for higher education.

TECH PREP

Making the Connection

In the days before technology revolutionized industry, educating America's workforce was a simpler process. Today, all that has changed. The workplace of the 21st century promises to be much more complex than anything we have ever experienced.

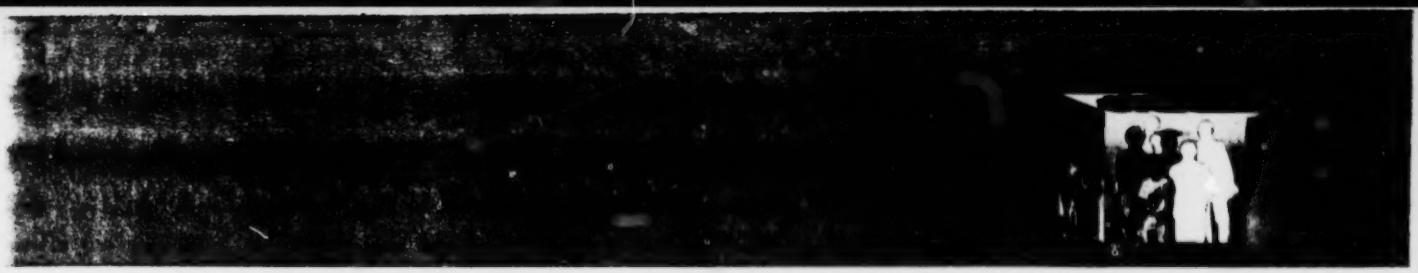
Dr. Dale Lick, President of Florida State University has predicted, ***"There will be more technological change in the next ten years than there was in the last forty."***

Employers will require workers to possess technical skills that will enable them to operate state-of-the-art technology systems; to be well versed in a combination of inter-disciplinary skills in fields such as electrical, mechanical, fluid, thermal, and optic technologies; and to be flexible enough to keep up with an ever-changing technical world.

Tech Prep education was established to provide a systematic program for developing a strong, comprehensive link between secondary schools and postsecondary educational institutions. Tech prep programs are implemented through agreements between members of a consortium. The consortium consists of institutions offering two years of secondary school preceding graduation and institutions offering two years of higher education or an apprenticeship training program lasting at least two years beyond secondary school. Florida is forging ahead by developing strong and innovative programs that exceed the federal legislative requirements.

The 17 Florida tech prep programs provide, at a minimum, a common core of basic proficiencies in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field.

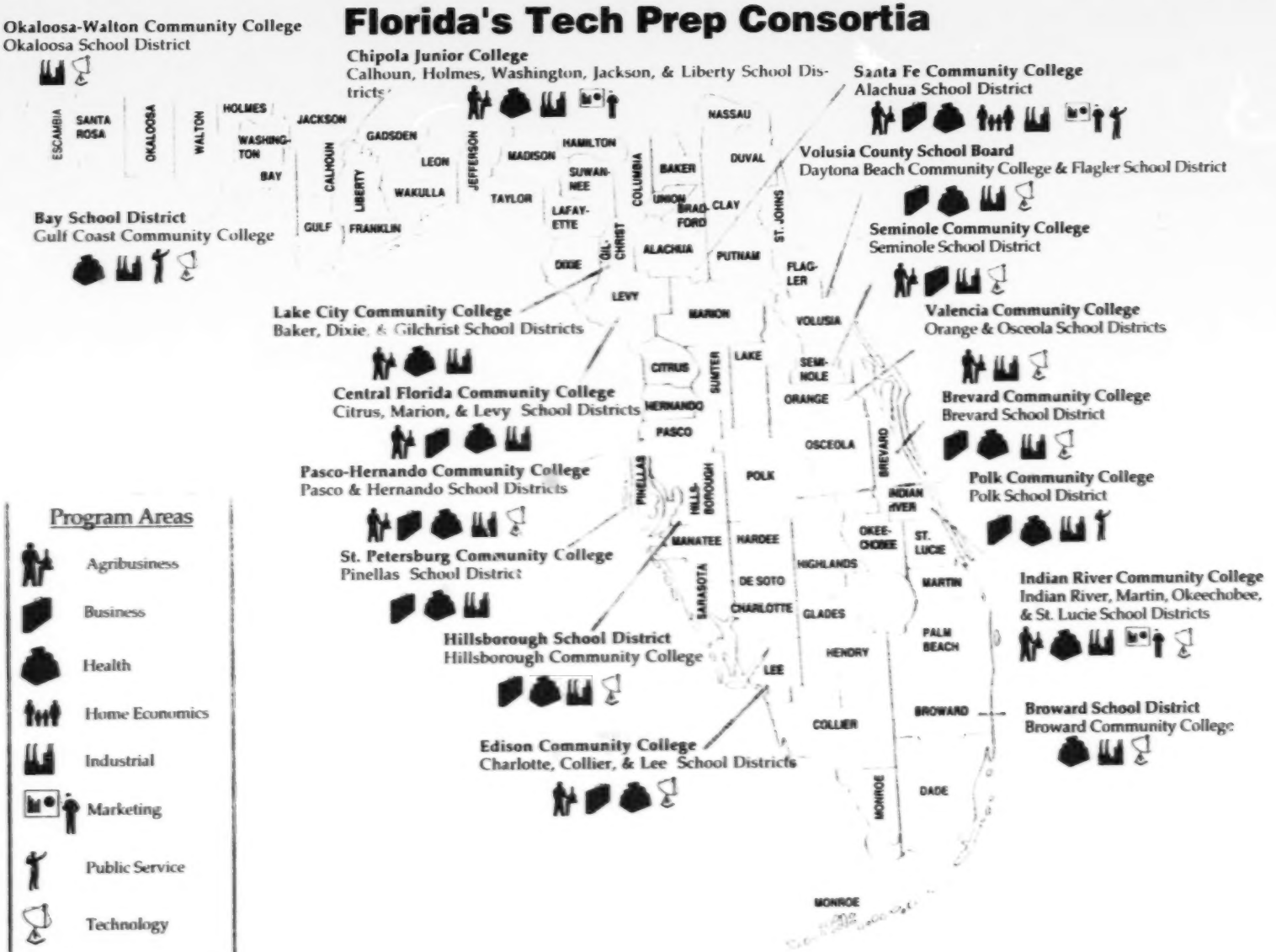
Tech Prep programs are designed to provide a strong link between secondary schools and postsecondary institutions.



Characteristics of Excellence in Tech Prep Programs

- effective curriculum development appropriate to the needs of the consortium participants
- effective joint in-service training for teachers from the secondary school and the postsecondary levels or apprenticeship program
- counselor training programs for effective recruitment, completion, and placement of tech-prep students
- effective secondary/postsecondary partnership agreements that trace a four-year technology curriculum through an Associate Degree or a certificate
- coordinated curriculum development that allows for and encourages advanced placement to university-level coursework
- participation of local businesses in planning a coordinated curriculum
- emphasis on enriched, applied secondary instruction in mathematics, science, communication, and technology principles
- emphasis on advanced postsecondary course work resulting in more master technicians being trained
- strong informational program components, including guidance, career information, and efforts to involve parents and adult students
- sustained, documented, measurable outcomes

Florida's Tech Prep Consortia



Program Areas

- Agribusiness
- Business
- Health
- Home Economics
- Industrial
- Marketing
- Public Service
- Technology

TECH PREP VARIATIONS

As the state gains experience in implementing tech prep programs, variations and modifications to the basic model are being tried.

One variation is called "Tech Prep Plus." Also known as "Work-Based 2+2," this model links the final two years of high school with a two year community college program. The program includes a structured work-site experience which increases progressively from 50 percent of a student's time to nearly full-time in the community college phase.

Students also spend part of each day in high school or community college classes to meet academic requirements. This learning is hands-on, competency-based, and includes theory with occupational focus. Lessons are based on competencies established by participating employers.

Teachers and work-site mentors jointly instruct, create curriculum, discuss, guide, and monitor student progress at school and at the work site. Students receive high school diplomas upon completion of the first half of the program, and Associate Degrees or certification in their respective fields upon completion of the second half of the program. They are usually paid by employers for time related to work-site learning.

Another variation of Tech Prep is a 4+2+2 model, which expands the program to include career awareness prior to the students' junior year of high school and to allow for transition from a community college Associate Degree to a 4-year college. There are plans for still other variations.

Tech Prep combines classroom instruction with high-tech work-site experience.

CENTERS OF EMPHASIS

DEVELOPING A COMPETITIVE EDGE

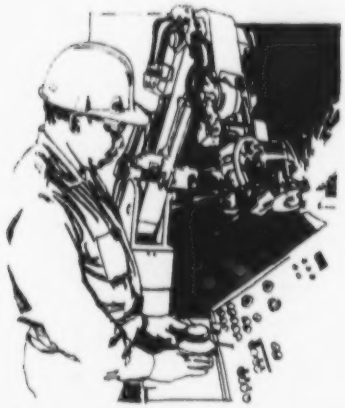
Centers of Emphasis are training programs established between industry and local educational agencies. A center can be located in a community college or vocational technical center at the postsecondary level or in a high school at the secondary level.

There are centers in automotive, electronics, agribusiness, and health. Common to all centers is:

* A core curriculum that is central to specialty areas
* An industry advisory committee actively involved in curriculum development and equipment specifications
* State-of-the-art equipment with maximum use of technology

Automotive: Training provides technicians with cutting-edge "industry standard" skills that are required for maintaining high-tech automobiles to manufacturer's specifications. Program characteristics:

* An automotive computer program is used for instructional reinforcement
* Lab sessions involve demonstrators, simulations, or printed circuit boards
* Interactive computer programs provide students with first-hand experience
* Step-by-step procedures from basic electronics into automotive applications are implemented
* Provides students an opportunity to get in on the ground floor of an emerging automotive revolution



Centers of Emphasis are state-of-the-art training grounds for Florida's vocational students.

Electronics: The primary objective is to provide state-of-the-art instruction to industry standards through a computer-managed, turnkey teaching system. The program

- Acknowledges that there is a knowledge base common to all high-technology employment opportunities
- Provides training toward micro-electronics and materials which are the cornerstone of high-technology innovation
- Includes hands-on work with electronic equipment
- Includes subjects such as mathematics, physics, schematic reading, electricity, and electronics
- Promotes technical update training, in-service training, and updating of equipment and resources

Agribusiness: Training techniques include an infusion of math, science, and communications into the agriculture curriculum to prepare students for a competitive world marketplace via enhanced agriculture education. Programs include

- *Environmental Horticulture*—advanced horticulture programs
- *Agritechnology*—advanced general production agriculture programs
- *Natural Resources and Forest Ecology*—studies in forestry, wildlife, and natural resources management
- *Animal Science*—advanced animal production and services-oriented programs
- *Agricultural Mechanics*—preparing for employment requiring general agricultural knowledge and mechanics skills

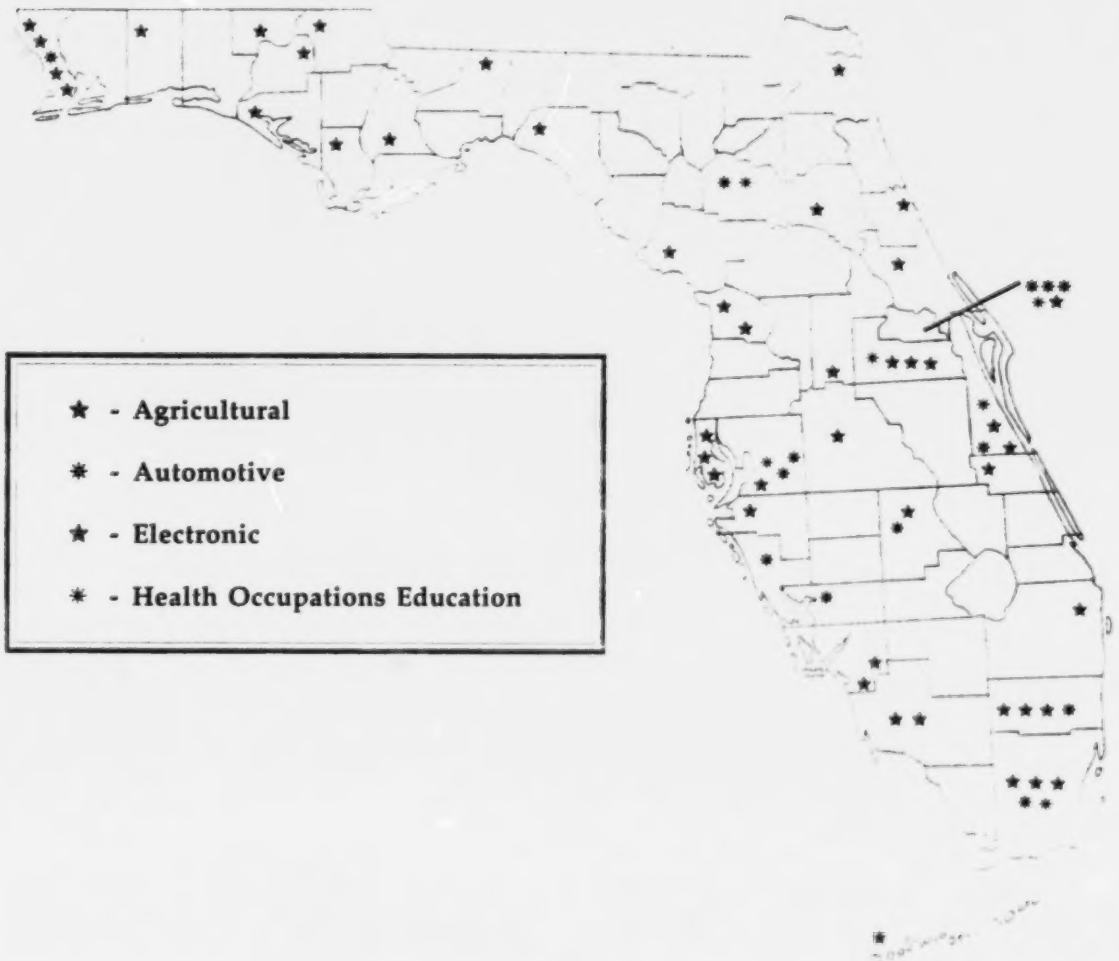
Health: To provide potential employees of the health field with the training necessary to meet the health care needs of Florida's growing population.

Health Education programs are designed to provide for

- Lateral and horizontal articulation
- Bonding of health care workers to facilitate teamwork
- Use of the best qualified teachers
- A savings of time and funds for the student and state
- Better use of facilities and greater use of materials
- An opportunity for students to confirm their career goals early in their training

Health Centers of Emphasis are helping Florida keep up with the demand for quality health care professionals.

CENTERS OF EMPHASIS SITES



APPRENTICESHIP

MASTERING SUCCESS

Apprenticeship programs are descendants of an age-old system for preserving job skills by passing them down from one generation to the next. The apprentice observed and assisted the master, thereby earning his keep and gradually gaining competence by performing increasingly challenging tasks.

By adapting the principles of thriving apprenticeship programs in Europe, apprenticeship is reemerging in Florida as a promising strategy for improving education and providing one of the components of a quality industrial system. The quality of Germany's industrial workforce and manufacturing excellence is well known; fully 70 percent of Germany's secondary students are involved in an intensified apprenticeship program.

In Florida, most apprenticeship programs last three or four years. The apprentice rotates through different duties and functions in order to acquire all the skills necessary to achieve the status of journeyman and become an accomplished professional.

Apprenticeship is an ideal in-between role for adolescents... Regular and sustained contact with adults enables young people to see firsthand what adulthood is about and enables some to establish mentoring relationships with adults.—*Educational Leadership Magazine*

Apprenticeship programs in Florida cover a wide range of occupational areas.

Registered Florida apprenticeship programs provide at least 144 hours of classroom education each year. Most of the teachers are employed full-time in the trades and professions they teach.

When the program is successfully completed, the apprentice receives a journeyman certificate. This certification documents the individual's competency and is recognized throughout the country.

In Fiscal Year 1991-92, 10,829 individuals participated in apprenticeship programs in Florida covering a broad range of occupations. An additional 22,375 students were involved in cooperative programs with local business and industry; another 9,916 at-risk students in grades 7-10 participated in work experience programs.

The Department of Education is continuing to work with the Department of Labor and Employment Security to make apprenticeship programs more compatible with Child Labor Laws and to articulate the programs between school districts, community colleges, and business and industry. A model articulation program is in the planning stages.

Apprenticeship Programs

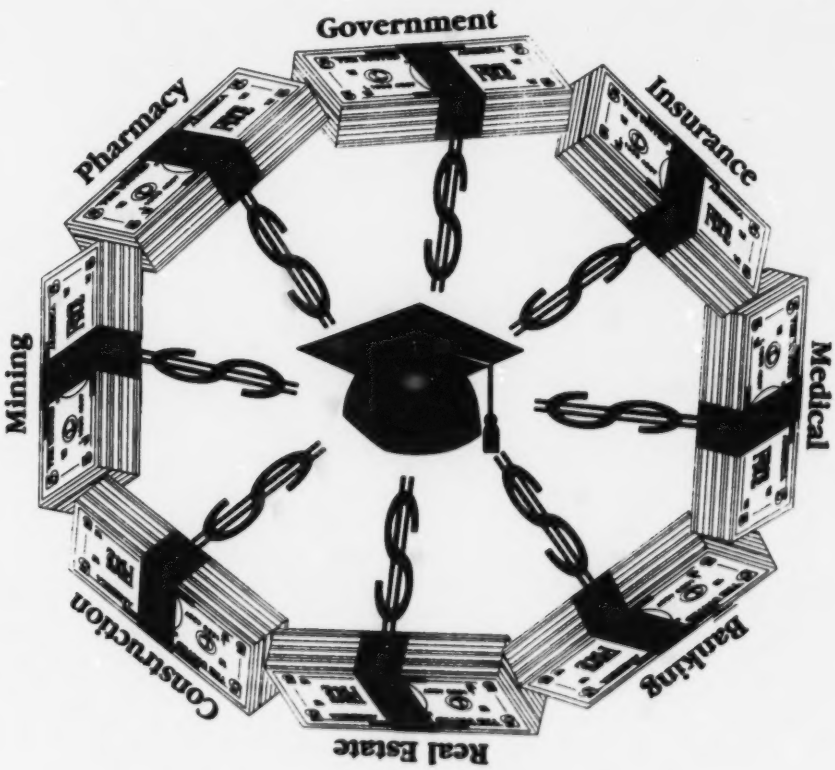
- Offer an outstanding bridge between school and the work place
- Provide for job shadowing and meaningful part-time work that enhances employability
- Integrate academics and work-based learning
- Target students in the 10th grade so that when they graduate they have the ability to earn more than minimum wage
- Are consistent with the national effort for the development of occupational standards for credentialing
- Foster interpersonal communication and mentoring

LEE PROGRAM

Linking Learning Power to Earning Power

The LEE Program (Linking Education and Employment) is a dropout retrieval initiative designed to combine academic instruction with structured workplace supervision to meet the needs of individuals who have left school prior to graduation.

The LEE Program consists of two phases. The initial phase focuses on individuals between the ages of 16 and 21 who have left high school prior to graduation and who are currently employed or seeking employment. Future plans will address potential high school dropouts.



Emphasis is placed on computer-assisted, performance-based instruction.

THE COMPONENTS OF THE LEE PROGRAM INCLUDE

- *Academic instruction leading to a high school diploma or General Education Development (GED) certificate*

  Teachers design prescribed courses of study based on individual needs, enabling students to work at their own levels. This instruction is provided through adult education and is offered in a variety of settings, including the student's work site.

- *Emphasis on mastery learning through computer-assisted, performance-based instruction*

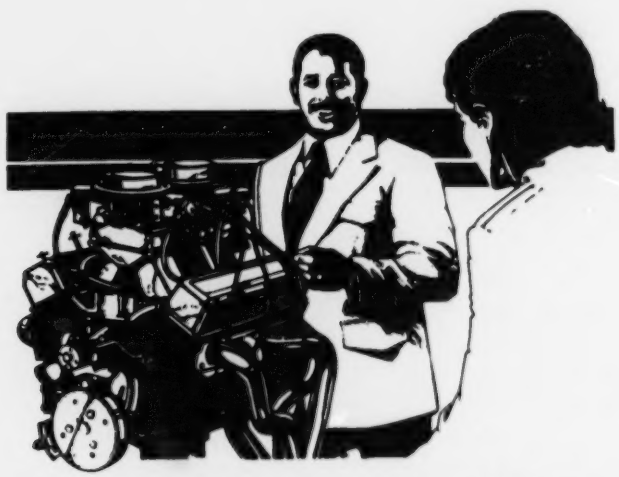
  Mastery of performance-based instruction is particularly successful when combined with computer-assisted programs. Computer-assisted programs generally serve as the tool to determine students' ability levels.

- *Structured workplace experiences to enhance employability and technical skills and to reinforce academic skills*

  The work experience includes a detailed work plan designed to give students real life experiences in the application of academic principles combined with job skills learned in the classroom. Ideally, students will also have the opportunity to change to other jobs within the business to gain a wider understanding of the importance of academic skills in all areas of the workplace.

- *Partnerships between education and business and industry*

  Developing and promoting partnerships with business and industry to meet the needs of school leavers is a key component of the LEE Program. These partnerships include working closely with students' employers at the workplace to insure that learning is relevant.



The LEE program promotes a close relationship between education and employers to ensure that learning is relevant.

➳ *Mentoring relationship with business representative*

Business partners can also be used as mentors to students in the program. A student is matched with a business person who supports the student by providing encouragement and guidance.

➳ *Counseling and parental participation*

Planning meetings involving students, parents, employers, and instructors are recommended to develop a work plan and to review and discuss individual learning prescriptions.

Individual or group counseling sessions designed to foster a sense of belonging and acceptance and to provide support to students may be considered a part of local LEE programs.

WORKPLACE EDUCATION

PREPARING FOR TOMORROW'S CHALLENGES

As the 21st century approaches, the need for a skilled workforce has never been greater. Three-fourths of the workforce for the year 2000 is already out of school and in the workplace today. Many of these employees need to improve their basic and technical skills to enhance their job performance or adapt to changes in the workplace.

Demographic, social, and economic trends that emphasize the challenges faced in increasing the skill level of the state's workforce include:

- ★ Ten percent (842,811) of Florida's population of 25 years and older have less than a ninth grade education according to the 1990 Census.
- ★ This number is expected to increase by 20% by the year 2000 without significant intervention.
- ★ Women, minorities, and immigrants will account for 80% of the net additions to the labor force between now and the year 2000.

Florida's adult education providers are expanding literacy and basic skills training into the workplace in order to increase the employees' skills. School districts and community colleges, in partnership with local businesses, are providing workplace education programs that allow adults to continue to learn and retrain.

The number of Workplace Education Programs increased 90% between July 1990 and July 1992. Almost 11,000 employees participated in these programs.

Workplace education classes offer adults the opportunity to continue learning after they enter the workforce. Most of the classes offered are taught using job-related materials; these classes include instruction in basic education, English for speakers of other languages, and GED preparation. Many of the participating businesses pay employees to attend class during the work day, and some provide special monetary incentives to employees when they achieve specific performance goals.

Both business and the community benefit from workplace education programs. For example, one south Florida business reports a significant reduction in employee turnover. According to the manager, after the company initiated a workplace education program, their *turnover rate decreased from 134% to 14%. This is a Win-Win situation.*

The local adult education department and the Chamber of Commerce in Gadsden County have joined together to offer customized training to local businesses. According to local officials, this training program has been a factor in persuading businesses to locate in the county.

Workplace Education Programs are an investment in Florida's future and an example of education's commitment to providing business and industry with quality educational services.

Workplace Education Programs offer unique opportunities for individuals to learn as they earn.

GED AND THE WORKPLACE... ADULTS IN TRANSITION

According to the American Council on Education, a high rate of high school noncompleters results in a high cost for both individuals and society—individuals lose opportunities for additional training, advanced education, better jobs, and higher wages, while society loses the increased productivity of better educated, more highly-skilled workers.

The following statistics support this statement.

- Seventy percent of high school non-completers live in poverty
- Each additional year of secondary education results in a 35% reduction in the probability of welfare dependency in adulthood
- High school graduates earn a lifetime income approximately $400,000 higher than that of their peers who drop out.

Alternative opportunities to earn a high school diploma help lessen the impact of the dropout rate and reduce economic dependency. Adult education programs, including many workplace programs, provide adults one alternative by offering them the chance to obtain a General Education Development (GED) diploma. By taking and passing GED tests, candidates demonstrate educational skills that are valued by employers.

Recognized nationwide by employers and colleges, the GED program has increased employment, education, and earning opportunities for more than 15 million adults in the U. S. since 1942. In 1991, 35,673 individuals earned GED diplomas in Florida. This figure represents about one-fourth of all high school diplomas awarded in Florida that year.

Workplace Education Programs provided training for Limited English Proficient (LEP) students.

Florida is also one of only six states that offers the GED as part of the dropout prevention program. During the 1990-1991 school year, 16 Florida school districts offered *The GED Exit-Option Program* as a graduation alternative for students identified as potential dropouts.

Over 80% of the 700+ at-risk students who began the program successfully completed high school requirements or returned to a regular high school program.

Most of these GED programs are comprehensive in nature and include such components as

- vocational instruction,
- work experience,
- employability skills,
- computers,
- smaller teacher-pupil ratios, and
- a counseling component.

In the 1992 school year, the program was expanded from 16 to 24 participating school districts. Without this program, many of these students would leave school without completing their high school education.

By increasing the literacy levels of Florida's adult population and by helping to reduce the state's dropout rate, Workplace Education Programs are having a positive impact on the skill levels of Florida's workforce and upon economic development in the state.

A RETURN ON THE INVES

Today's changing economic climate has increased the demands of educators, in partnership with business and industry, are commit educational services that impact a wide range of clients.

The programs currently being offered as an integral part of this continuum are

- Blueprint for Career Preparation
- Core Vocational Programs
- Florida's Gold Seal Vocational Endorsement and Scholarship Program
- Tech Prep
- Centers of Emphasis
- Apprenticeship
- The Lee Program
- Workplace Education Programs

Florida's Schoo important inve

"Schools, of course, do mor living.... Schools prepare pe their communities, to raise f the fruit of their labor. A s SCANS Report

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MENT

ess and industry for highly-skilled workers. To meet this demand, Florida's building and enhancing a school-to-work continuum that provides quality

Work Continuum is an
t in Florida's future.

n simply prepare people to make a
o live full lives—to participate in
ies, and to enjoy the leisure that is
education is its own reward."—

By preparing Florida's students for the high-performance workplaces of the future, the programs of the continuum have a positive impact on economic development in the state. Benefits accruing include

- The availability of a well-trained workforce that attracts and retains businesses and industries that pay well
- Reduced economic dependency that leads to an effective use of tax dollars and community resources
- Increased education and training that result in more responsible and better informed citizens

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INITIATIVES AND EXPANS

SIMULATIONS provide vast opportunities for innovative methods of instruction using technology. Computer-assisted instruction, interactive video, and real-life scenarios may be applied in law enforcement, technology education, and health occupations.

ACADEMIES/MAGNET SCHOOLS provide applied academic and technical instruction related to a specific occupational cluster. Through their interaction with business partners, students can see how their education is relevant to the workplace, which is difficult to demonstrate in the traditional classroom setting. Large high schools are divided into smaller schools-within-schools to enhance the student's sense of identity. ***SCANS*** competencies are stressed in the curriculum.

ENTERPRISE FLORIDA is the state's new, all-encompassing economic development initiative. This program links government and the private sector in a partnership to provide technological advances, accessible capital, and a skilled workforce to attract and develop value-added industries.

COOPERATIVE CONSULTATION enables vocational, academic, and exceptional educators to collaborate in planning alternatives for students encountering difficulty in the school setting. This results in a shared responsibility for observation, planning, pooling resources, prescribing alternative methods, and for monitoring student progress.

BEST PRACTICES DATA BASE is a collection of innovative instructional methods and approaches used in applied teaching and in vocational education. Cash awards may be offered to teachers to recognize their practices. Access is provided to all local educational agencies through a toll-free line and keyword search capability.

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ONS FOR THE FUTURE

PERFORMANCE-BASED DIPLOMA PROGRAMS provide at-risk students with an alternative method of earning a high school diploma. Students demonstrate competency by passing an exam designed to test specific performance objectives. Diplomas are awarded based on mastery of the required knowledge and skills attained rather than the earning of a certain number of credits. The flexibility of this system and its emphasis on the individual enables students with diverse learning styles to successfully complete high school.

WORKPLACE LITERACY AUDITS are conducted to assess the abilities of workers in the skills needed to do a particular job. These audits are particularly useful to industries that are making major technological changes requiring a whole new set of skills of its employees. Audits result in a comprehensive picture of job-specific requirements that assist employers in developing tra: ng programs that make effective use of time and funds.

OCCUPATIONAL FORECASTING is a process of gaining consensus on the identity of new and emerging industries and related occupations. Business, industry, economic development councils, economists, demographers, state and local agencies, and educators set the agenda for future education and training with economic development and expansion as their goal.

"We must develop state-of-the-art programs and keep pace with technology to give Florida's students a competitive edge in tomorrow's economy."—*Florida Education Commissioner Betty Castor*

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